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A Comparison of The Content of Text Books In Geography In Relation To The Major Objectives To Be Obtained

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A COMPARISON OF THE CONTENT OF TEXT BOOKS IN
GEOGRAPHY IN RELATION TO THE MAJOR OBJECTIVES
TO BE OBTAINED.

being

A Thesis Submitted to

the Department of Education and
the Graduate Council of the Fort Hays
Kansas State College in partial ful-
fillment of the Requirements for the
Degree of Master of Science.

by

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Acting Chairman of the council.

Date May 16, 1936

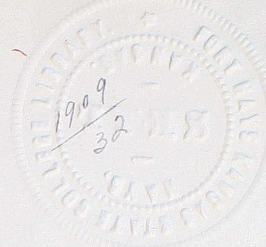


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Milo G. Stock.

gift

Milo G. Stock

7/9/36

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A COMPARISON OF THE CONTENT OF SELECTED TEXTBOOKS
OF GEOGRAPHY IN RELATION TO MAJOR OBJECTIVES TO BE
ATTAINED THROUGH THE TEACHING OF GEOGRAPHY

PART I

INTRODUCTION

1. Geography as a living subject

The subject of geography is used every day by nearly every person whether he recognizes it or not. The newspaper illustrates how closely interwoven world affairs are, not only socially, politically, industrially, and commercially but geographically as well.

In everyday life there is a large amount of geography. The coffee we drink comes from a strange land, and in finding out when, where, and how it is grown we learn about the way in which other people live. The same may be said about sugar, salt, pepper, and of practically all food eaten. We learn about climate, topography, and why certain areas are adapted to growing particular products whether for food or other use.

In home furnishings one finds that geography is important. The furniture came from one region, the rugs from another, and the building materials from still

another, and so on throughout the list. Thus in this way geography can be tied up with everyday life, and not learned as so many unrelated facts.

Of course the teacher should not when teaching geography lose sight of the fact that she is teaching geography and always emphasize the causal relations; such as why is cotton raised in one section of a country and wheat in another.

It should also be remembered in studying geography that environment does not always explain everything, and that man is what he is as a result of his environment. There were Indians in America before the white man came but no great industrial centers were established, no great farming regions were developed, consequently we should not lose sight of the fact that different physical and racial traits, character development, and culture have much to do with the type of civilization which develops in a given geographic region.

1. A List of Common Geographies now in Common Use.
U. S. Bureau of Education.
2. The United States Catalogue.
G. W. Wilson & Co.
3. The Supervision of Elementary Subjects. Second and
third.
4. A Teachers Manual for Human Geography, Book II.
McGraw and Company.

2. Statement of the problem.

The problem of this thesis is to determine how nearly certain selected textbooks of recent date in geography are adapted to attain objectives of geography found listed in published authoritative sources in the field of geography. The thesis is limited in its scope in that it uses only the second book of the series, in the texts thus in a measure getting the same level of material in each case. The texts used were selected from "A list of Common Geographies Now in Common Use" published by the United States Bureau of Education, in the Department of Interior in 1933,¹ and also from the United States Catalog². The objectives were found in the Journal of Geography, the Normal Instructor and Primary Plans,³ and in the book The Supervision of Elementary Subjects,³ and in A Teacher's Manual for Human Geography.⁴ The general objectives of education are not included in this analysis.

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1. A list of Common Geographies now in Common Use.
U. S. Bureau of Education.
 2. The United States Catalogue.
H. W. Wilson & Co.
 3. The Supervision of Elementary Subjects. Burton and others.
 4. A Teachers Manual for Human Geography, Book II.
McCoy and others.

3. Technique and procedure

The first part of our procedure consisted in making a survey of other studies related to the problem of this thesis. Reference to these will be made later. It was found that nearly all previous investigations in this field had been for the most part related to content material, questions on the text, or student ability in regard to geographical knowledge. Consequently these studies differ from the specific problem of this thesis, which is: A Comparison of the Content of Selected Text-books of Geography in Relation to Major Objectives to be Obtained in the Teaching of Geography.

The second step in our procedure was to make a careful analysis of each of the textbooks chosen in order to determine its relative value as a text in attaining geographic outcomes and objectives, through the teaching of geography as a school subject.

4. Definitions of Geography

⁵ Webster says that geography is: "The science of the earth and its life; especially the description of land, sea, and air, the distribution of plant and animal life, including man and his industries, with reference to the mutual relation of these diverse elements."

"Geography, by derivation, means 'description of the earth'. Humbolt's interpretation, which beyond the gathering of data for mapping the topographical and drainage features of a region, added a study of meteorological and climatic conditions, of the character of soils, and the distribution of life both animal and vegetable, was the first true impulse given to modern geographical research. Geography, while it is specifically the science or knowledge of the earth, is dealing with phenomena and studying laws which belong to the universe. One of its important functions is the investigation of the reciprocal relations existing between man and his surroundings".⁶

"In the year 1904 Geographers of America arrived at the general agreement that Geography is a study of "relationships-the relationship between the earth and the life that

5. Webster's New International Dictionary. p903.

6. Encyclopedia Americana. Vol. 12. p413.

lives upon it, or, briefly, the relationship between the earth and life."

"It is a descriptive and explanatory science, dealing with the relations between man and his natural environment. By 'natural environment' is meant, of course, the combined physical, plant, and animal environments. The distinctive function of geography is both to describe and to explain the relationships of man to his natural environment; to examine and interpret the adjustments which groups of people have made to the combinations of natural environmental conditions that exist in the regions in which they live; to explain why men use the land and its resources as they do; to study the advantages and disadvantages, the opportunities and handicaps, of unit regions throughout the world for utilization by man. The essence of this may be stated in a very simple way by saying that in studying modern geography one studies why people work and play and live in different lands in the ways they do, or, again, that in studying the geography of any part of the world one is concerned with learning how the people there have made or can make their work and play and their ways

of living fit the kind of country in which they dwell.

It is neither a natural science nor a social science,
its field lies between."⁸

-
8. Barrows, H. H. and Parker, E. P. Objectives and Curriculum. Elementary School Journal. p 493. Vol. 25. March 1925

4. Previous Research Studies

Research studies previously made are these:

The entire yearbook for 1933 of the National Society
for the Study of Education ⁹ is devoted to the teaching of geography and its problems. Section Six contains a list of eighty-five investigations in the teaching of geography, some of which are, "Difficulties in using Geography Texts", by Ella M. Wilson, professor of Geography at the Michigan State Normal College, Ypsilanti, Michigan, "Trends in the Teaching of Geography as Revealed by Textbooks", by Brown in a Master's Thesis, at the University of Chicago, "An analysis of Textbooks in Elementary Geography", by Roseberry, in a Master's Thesis from the University of Chicago, and "Objectives and Status of Geography in the Junior High School", a Master's Thesis by Waters at the University of Nebraska.

Miss Waters found as her conclusions: "(1) the aims are not kept in mind when selecting material; (2) the objectives are extensive enough to cover the whole field of social science; (3) specific objectives are not differentiated; (4) too much is expected of the junior-high-school pupil."¹⁰

9. National Society for the Study of Education. Yearbook XXXII. pp 431-566
10. *ibid.* p450

Reference to individual research is limited to those studies which are as closely related to this thesis as could be determined from their titles. Fulton in 1930, in her Master's thesis at the University of Wichita, "An analysis of Questions and Study Problems Found in Geography Textbooks for Grades Four to Seven"¹¹ analyzed all the textbooks, five in number, and found that Brannon and Ganey was best for the lower grades and that Dodge-Lackey was best for the upper grades.

McCue in 1930 in her Master's thesis at the University of Iowa, "Textbooks in Geography"¹² compared the different textbooks, with relation to training of authors, authors purpose, distribution of subject matter, mechanical make-up of texts, and adaptability of textbooks. She made no mention of comparing them to the objectives as set up by the authorities in geography.

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11. Fulton, Katherine E, U. of Wichita, Master's Thesis
 12. McCue, Ina Eugenia, U. Of Iowa. Master's Thesis.

PART II

OBJECTIVES IN GEOGRAPHY

Each authority seems to have his own idea as to what should be the objectives for geography. The number of objectives vary in number from as few as four to as many as thirteen. Barrows and Parker list thirteen major objectives or outcomes in detail; Leppard has but one outstanding aim or objective and eleven more as corollaries of the one big objective; Dakin lists but four general objectives for geography. The objectives of each authority are listed below.

William T. Miller, in *Journal of Geography* for October 1929¹³ lists these objectives:

1. An understanding of the effect of man's physical environment upon his life.
2. Correct habits of thinking in the solution of social problems.
3. An understanding of man's relation to man socially problems.
4. A working knowledge of the information necessary in ordinary life concerning place, surface features, political divisions, natural phenomena, and how to interpret such information in maps, charts, etc.
5. An understanding of the influences of geographical conditions on political events.

13. Miller, W. T. The Balance between Fact and Judgment in Geography. *J. of Geog.* vol. 28. p500



W. S. Dakin in the Journal of Geography for May 1926¹⁴ presents the following objectives:

1. Present with proper evaluation, the historical background of geography, recall and compare conditions then and now for regions studied.
2. To train pupils to acquire a tentative attitude toward environmental influences.
3. To help pupils organize their stock of geographical facts and concepts so that it will be easier for them to anticipate and accept change-the more gifted pupils may even by given some practice and skill in detecting tendencies and suggesting ways of directing change.
4. To point out the growing dependence of all peoples on constantly increasing areas--other states, other countries.

These objectives are listed by Barrows and Parker¹⁵ in the Journal of Geography for April 1921 :

1. To emphasize the application of geography to the immediate problems of life; to show how men live, what they do, and so far as practicable why they live and work as they do in different environments in various parts of the world.
2. To give the student a knowledge of the location and character of the leading surface features of the earth (continents, oceans, mountains, plains, rivers, lakes, cities, etc.), not as isolated facts, but

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14. Dakin, W. S. Reflection on the Teaching of Geography. Journal of Geog. Vol. 28. p300
 15. Barrows, H. H. and Parker, E. P. The Purpose of Geography Teaching. Journal of Geog. Vol. 20. pp151-2.

in their various relationships to human activity.

3. To give a sympathetic understanding (of necessity elementary) of the conditions and people of other countries; to help the student to get the viewpoint of foreign people, to become a citizen of the world.

4. To show the dependence of man on earth conditions and earth resources, and the economic interdependence of the people of different countries.

5. To point the way to better uses of land and natural resources; to suggest or predict (where practicable) the economic future of countries.

6. To lay a sound foundation for related work of the high school, in commercial geography, history, and other related subjects.

7. To promote exact thinking by stressing (so far as the age and mental equipment of the students warrants) causal relations--by closely linking causes and consequences.

8. To help give unity, purpose, and definiteness to the subject matter by organizing it about geographical principles, and to afford repeated opportunities for the application of principles already developed.

9. To give a working knowledge of how to secure geographic information through the interpretation of maps, of pictures, and of museum, out-door, and graphic materials.

10. To give training in the efficient use of books, indices, tables of contents, etc.

11. To train in right methods of study leading to thorough assimilation.

12. To cultivate or encourage an interest in present day affairs that will make for wide reading in leisure hours, during and after this study of geography.

13. To inculcate the habit of applying geographic principles, whenever practicable in the interpretation of current events.

In the Normal Instructor and Primary Plans for October 1929¹⁶ we find the following objections by De Forest Stull:

1. Our first aim is to know other people and other lands.

2. Our second aim is guidance to a realization of the interrelationships between geographical environment and life of a people.

3. Our third aim is to develop an understanding of the common interests and the interdependence of people.

4. Our fourth aim is to educate the citizen of the future to an aesthetic appreciation of the "great, wide, beautiful, wonderful world, with the wonderful water round you curled."

In the Manual for teachers of Human Geography, Book II,¹⁷ by J. Russell Smith the following objectives or aims are found:

1. The teacher should strive to develop

1

16. Stull, De Forest, Objectives in Teaching Geography. Normal Instructor and Primary Plans, Oct. 29. p89-90

17. Smith, J. Russell. Teachers Manual for Human Geography Book II. piii.

in the pupil a real interest in and a sympathetic understanding of the people of his own and other communities. Through the study of geography he should be led to realize the dependence of man upon natural conditions of the land in which he lives as well as upon his fellow men; the complex web of interrelationship which has been spun; and the consequent interdependence of man. He should sense the obligation of individuals to the larger group.

2. The teacher should aim to have the pupil develop such a mastery of geographical facts and principles as will enable him to understand these facts and principles whenever he meets them.

3. The teacher should so plan the method of instruction as to secure the development of an adequate skill in the use and interpretation of maps, graphs, charts, and other tools of geographical knowledge.

4. The teacher should see to it that the pupil becomes acquainted with the essential vocabulary of the subject, and that geographical terms are enriched by wider association.

5. The teacher should strive to develop in the pupil habits of careful observation, interpretation, reasoning, and study.

Henry M. Leppard in the book "Supervision of Elementary Subjects," by Burton and others¹⁸, gives these as aims or objectives:

18. Burton and others. The Supervision of Elementary Subjects. pp 302-303

One commanding aim is to develop in people
"the habit of thinking geographically."

Corollaries of the one comprehensive aim are:

1. The ability to fit ones own life intelligently into its natural setting, or to choose surroundings to which one's capacities are suited.

2. The ability to participate sanely in the formation of public policies relative to questions involving the adjustment of human affairs to the natural environment.

3. The ability to assist in sucuring better uses of land and other natural resources.

4. The ability to understand sympathetically the conditions and problems or peoples of other sections of the homeland and of other countries, which are related to and grow out of the kinds of lands in which they live.

5. The ability to appreciate the economic interdependence of regions which largely result from difference in natural assets and liabilities.

6. The ability to take an interest in current affairs which will lead to wider and more interpretative reading.

7. The ability to enjoy and understand the associations between man's playing, working, living, and the kind of a place in which he lives, when these relationships are observed directly.

8. The ability to secure geographic information through the reading of maps, pictures, text, statistical tables, graphs,

and the geographic complex when studied in the field.

9. The ability to apply geographic thinking to current events throughout the world.

10. A knowledge of the world gained as a by-product in the study of man's adaptations of his life and activities to the natural features of that world.

11. A knowledge of so-called place geography, such knowledge to be acquired in the course of the study of man's relations to the natural environment in specific places.

The Kansas Course of Study¹⁹ has this list of objectives:

1. Geography is the study of the relation between man and nature; the study of man's contact with the physical world; the study of the earth as the home of man.

2. It teaches the interdependence of men and their dependence on nature.

3. It is a content subject. It should give the child a rich body of information and geographic knowledge, so that he may understand his relation to nature and to society. He should also be trained to observe, to read maps, to do ready map sketching, to investigate, to organize subject matter, to appreciate and interpret or solve national and local problems, and to think clearly and straight on geographic topics.

19. Kansas State Course of Study. 1932 p174.

These objectives are listed in the Utah Course of
Study²⁰ :

1. To discover the relation that exists between physical conditions and natural resources on the one hand and the distributions, activities, and characteristics of man on the other.
2. To discover the nature of human interdependence and reason for same.
3. To become informed and develop appreciation of our own living conditions and those different from our own.
4. To understand and appreciate each nation's contribution to the world's welfare.
5. To develop an understanding of the nature, extent, and uses of the natural resources of the world that they may be made to yield the greatest benefits to man kind.
6. To develop an interest in other land and other peoples.
7. To acquire a technique for the mastery and expression of geographical information.
 - a. Interpretation of maps, globes, charts, statistical tables, and other supplementary helps.
 - b. Constructing and drawing maps.
 - c. Development of geographical concepts and terminology.
 - d. To reason in geographical terms from cause to effect.
 - e. To develop the power to organize geographic knowledge.

In the State Course of Study of Iowa²¹ we find the following list of objectives:

1. To give geographic insight.
2. To show man's dependence upon environmental conditions and natural resources and the economic interdependence of peoples.
3. To give a knowledge of the location and character of the leading elements of natural environment--continents, oceans, mountains, rivers, lakes, atmospheric conditions, plants, and animals, not as isolated facts but in their relation to one another and to human life.
4. To give a knowledge of the location and character of the great human achievements which are responses or adjustments to natural environment, such as cities and great industrial regions.
5. To gain a sympathetic understanding of the conditions, problems, and adjustments to natural environment of the peoples of other countries.
6. To develop skill in reading maps, graphs, atlases, and other geographic and graphic representation.
7. To point out the beauty of the natural world and create cultural interest for leisure time enjoyment.
8. To secure outcome of more intelligent citizenship through better utilization of natural resources.

The State of Missouri Course of Study²² has this

21. Iowa. State Course of Study. 1928. pl45.

22. Missouri. State Course of Study. 1929. p389-90.

list of objectives:

1. A knowledge of Geographic facts and their explanations:

- a. To give the student a knowledge of the location and character of the leading surface featuring of the earth not as isolated facts but in their various relationships to human activity.
- b. To show the dependence of man on earth conditions and earth resources and the economic interdependence of people of different regions.
- c. To emphasize the application of geography to the immediate problems of life; to show how men live, what they do, and so far as practicable why they live and work as they do in different environments in various parts of the world; to point the way to better uses of land and other natural resources; to suggest or predict, where practicable, the economic future of countries.

2. Abilities and Attitudes

- a. To give a working knowledge of how to secure geographic information through the interpretation of maps, of graphs, of pictures, and of materials found in museums and out of doors.
- b. To give training in the efficient use of indexes, tables of contents, and statistical tables of the geography text.
- c. To promote exact thinking by stressing (so far as the age and mental equipment of the students warrant) casual relations--by closely linking causes and consequences.

- d. To inculcate the habit of applying geographic principles in the interpretation of current events.
- e. To cultivate or encourage an interest in present day affairs that will make for wider reading in leisure hours during and after this study of geography.
- f. To give sympathetic understanding of the geographic conditions and of the people of other countries; to help the student to get the viewpoint of foreign people, to become a citizen of the world, broad in his sympathies and intelligent in his efforts to help bring about a better understanding among the nations.
(Based in part upon an article by H. H. Barrows and Edith Parker in the El. Sch. J. for Mar. 1925).

The Cleveland Course of Study²³ for grade 6 lists these objectives:

- A. To know other people and other lands.
- B. Guidance to a realization of the inter-relationships between geographical environment and life of a people.
- C. To develop an understanding of the common interests and the interdependence of peoples.
- D. To inculcate the habit of applying geographic principles, wherever practicable in the interpretation of current events.
- E. A working knowledge of the information necessary in ordinary life, concerning place, surface features, political divisions, natural phenomena, and how to interpret such information in maps, charts, etc.

23. Cleveland, Ohio. City Course of Study for Grade 6A and 6B.

F. To educate the citizen of the future to an aesthetic appreciation of the great, wide, beautiful wonderful world, with the wonderful water round you curled.

G. To point the way to better uses of the land and natural resources; to suggest or predice the economic future of countries.

H. An understanding of the influence of geographical conditions on political events.

These objectives are listed in the New York City

Course of Study²⁴ :

1. To help the child realize his dependence on others in supplying his needs.
2. To awaken the child's interest in his environment.
3. To develop in the child a desire to learn about the earth and the people living on it.
4. To show the child how people live in primitive environments so that dependence on nature may be understood.
5. To give the child first-hand experience with certain basic concepts.
6. To give the child an ability to interpret a limited number of symbols on a map.
7. To show how the activities of a people are a response to its physical environment, by selecting regions where the reponses are easily understood.
8. To unify the study of the peoples by developing the idea of the globe as a representation of the earth.

24. New York City. Course of Study and Syllabus in Geography. 1928. (Reprinted 1933.) pp66,75.

9. To develop further the ability to interpret symbols on a map or globe.

10. To supply pupils with some essential locational facts.

11. To give an insight into the chief industries and products of the United States.

12. To show how the lives of the people are affected by location, surface, climate, and other resources.

13. To familiarize the pupils with the importance and resources of the countries of the New World.

14. To introduce the regional way of studying a continent.

15. To supply pupils with some essential locational facts of the sections studied.

16. To show how the geographical controls of typical sections of Asia and Australia affect the lives of the people there.

17. To give children a mastery of the essential locational facts of Asia and Australia.

18. To give children an elementary knowledge of the relation between the earth and other heavenly bodies.

19. To review the factors of climate and to apply them.

20. To review the geography of the United States by topics and problems.

21. To develop an ability to solve geographical problems.

22. To study the trade relations among nations with special emphasis on the United States.

23. To develop an abiding interest in geography through a study of places of human interest and selected achievements of man in overcoming the difficulties of his physical environment.

In the Chicago Course of Study²⁵ we find the following objectives:

1. To give the pupils a general knowledge of the geography of the countries of Europe.
2. To help the pupils to understand that the people of Europe have some problems which are different from ours.
3. To develop the understanding that Europe is composed of a large number of countries with many different types of people at different stages of political, social, and industrial development.
4. To lead the pupils to see that the habits and customs of the people of Europe are largely determined by their physical environment, thereby giving the pupils a more neighborly feeling toward Europeans.
5. To give the pupils a better knowledge of latitude, longitude, time, climatic factors.
6. To give the pupils a general knowledge of the geography of the countries of Asia, and the regions of Africa, and of Australia.
7. To develop understandings of the relations between the activities, of man and physical factors in various environment.
8. To develop understandings of the relationships to the peoples of these continents.

25. Chicago Course of Study in the Social Sciences for grade 6. 1933. p35.

9. To give the pupils a better understanding of latitude, longitude, and climatic factors.

In the New Orleans Course of Study²⁶ the following objectives or aims are found:

1. Mastery of geographic facts.
2. To enrich consciousness.
3. To develop independence in the use of the tools of learning.
4. Citizenship.
 - a. Conservation of resources.
 - b. Sympathetic understanding of other people and other places; world citizenship.
5. Geographic control of life and life's control of nature: human relationship to geography.
6. To bring about the child's geographic adjustment.
 - a. To immediate surroundings.
 - b. To world environment.
 - c. To later study of geography and other sciences.
7. Mastery of geographic principles.

The Boston Public School Course of Study²⁷ gives these aims or objectives:

- A. To give the child an intelligent understanding of the physical and human factors which influenced the territorial; industrial and commercial growth of the United States and have secured her leadership in the world.

26. The New Orleans Public Schools Course of Study. 1927. pp294-5-6.

27. Boston Public Schools. School Document No. 9. 1924. pp5 and 18.

B. To give the child power to recognize and apply geographic principles.

C. To train the child for intelligent citizenship.

D. To give the child a knowledge of the industrial and commercial development of the world powers.

E. To give the child a sympathetic understanding of the character, living conditions and problems confronting the people of the world.

F. To aid the child in acquiring the habit of keeping in touch with current affairs in all parts of the world, especially with movements affecting the relationships of the United States.

Several teachers of college geography were asked to make out a list of the objectives for 7th grade or Junior High School geography. Their responses are listed below.

Miss Paul lists these objectives for teaching of geography²⁸:

1. To get a definite idea of the relations of the different countries of the world as to size, location, importance, trade, etc.
2. To create a realization of international dependency and feeling of international brotherhood.
3. To promote a feeling of good will toward foreigners.

28. Miss Mae Paul. Objectives in Teaching of Geography. Fort Hays Kansas State College. Hays, Kansas. 1936.

4. To learn of the relationships of countries, and what binds us together in a common brotherhood.
5. To appreciate our surroundings and to learn what association they have with life of each individual.
6. To learn how the need for the products raised by other countries has stimulated a progression in many ways.
7. To learn what effect climate and natural resources have on the natural progression of a country.
8. To learn how the demand for the products raised can improve a country.
9. To learn how the rivers and ocean ports increase the size and importance of a city or country.
10. To learn the location of important shipping centers, what products make it so and how it is connected with the rest of the world.
11. To become better acquainted with maps-location of different countries, oceans, cities, etc.
12. To learn the relation of one country to another.
13. To learn the distinguishing factors of a country-comparison.
14. To learn of present conditions in a country by reading newspapers.
15. To learn the climate, resources, type of land, and rivers of a country.
16. To develop and interest for further investigation.

17. To arouse an interest in countries other than our own.
18. To develop a spirit of cooperation among the children.
19. To develop initiative of the children.
20. To stimulate such an interest in the subject that the children will of their own initiative search for new material and notice things found in newspapers, magazines, etc. pertaining to geography.
21. To teach pupils where to find information and how to use this information.
22. To give the pupils a better understanding of physical features of the world.
23. To give the pupils practice in giving the information they have found to others.

Arthur B. Sperry²⁹ has this list of aims and principal objectives:

- A. Understandings of the individualities of the major countries.
- B. Understanding of the world in terms of population pattern, work pattern, political pattern and environmental pattern.
- C. Understanding of how the ways of living are related to the utilization of natural resources in other parts of the world.

This list of Principal Objectives is listed by G. A. Buzzard³⁰:

-
29. Principal Objectives by Arthur B. Sperry. Kansas State College, Manhattan, Kansas. 1936.
 30. Principal Objectives by G. A. Buzzard. Kansas State Teachers College, Emporia, Kansas. 1936.

1. To instill in the students the ability to observe facts of nature about them and to see their effect upon human affairs.
2. To create in the students an understanding of and sympathy for different peoples who live under differing natural environments.
3. To instill some facility and skill in the interpretation of maps (not mere study of location of places) which may be of assistance in interpreting the distribution of peoples and to enhance their interdependence upon each other.
4. In general to broaden the student's outlook upon life by creating a cosmopolitan rather than a provincial state of mind.

Eulalia E. Roseberry³¹ gives these as Principal Objectives or Aims:

1. The first objective in the teaching of elementary geography, and the most fundamental one, is to emphasize the application of geography to the immediate, problems of life; to show how men live, what they do, and, so far as practicable, why they live and work as they do in different environments in various parts of the world; to establish a background which will aid the pupil in later fitting his own life intelligently into the physical surroundings to which his capacities are suited.
2. The second objective in the teaching of elementary geography is to give the pupils a knowledge of the location and character of the leading surface features of the earth (continents, oceans, mountains, plains, rivers, lakes, cities, etc.) in their various relationships to human activity, but never as isolated facts.

31. Roseberry, Eulalia E. Some Objectives in Teaching Geography. Department of Geography pamphlet. 1935.

3. The third objective in the teaching of geography is to give a sympathetic understanding (of necessity, elementary) of the conditions and problems of the peoples of other countries which are associated with, and grow out of, the kinds of lands in which they dwell; to help the pupils to get the point of view of foreign peoples.

4. The fourth objective is to show the dependence of man on earth conditions and earth resources as the material bases of social development and to bring out the economic interdependence of the peoples of different countries.

5. The fifth great objective is to point the way to better uses of land and of natural resources.

We find this list of Objectives or aims listed
by C. J. Posey³² :

1. To arouse such an interest in the world and its people in the pupil that he will continue the subject by following the events of the day as he goes through life.

2. Many young folks get the idea that they have "finished" the subject of geography in the 8th grade--at least that is what they tell me. The idea ought to be inculcated in their minds that they have hardly begun the subject when they have completed what is offered in the 8th grade.

3. In these grades a start should be made in getting across the idea that one should strive to get the other fellow's

32. Principal Objectives by C. J. Posey, Uni-
of Kansas, Lawrence, Kansas, 1936.

view point - to put oneself in the other fellows shoes so to speak. When one can do this they can begin to see why the nationalistic feeling is so intense among some nationalities, as the French, by way of example.

4. The degree to which a people have adjusted themselves to their environment, and made the most of it, should be emphasized.

5. The part the past plays in our present achievement and our outlook should be brought out.

6. The place geography phase should not be neglected.

Mr. Earl E. Lackey³³, a teacher of geography in the University of Nebraska and a co-author of one of the textbooks used in this thesis, sent to the writer an expert from the Geography Yearbook, 1933, of the National Society for the study of Education, and says "I was on the committee that planned and organized this book. What I have quoted for your use represents an immense amount of research and hard work by specialists in the field of geography." Part 4 is used here.

- A. A deepening of those attitudes or insights listed in the attainments of Levels One, Two, and Three.

33. Lackey, Earl E. University of Nebraska, Lincoln, Nebraska, 1936.

- B. An understanding of the economic and cultural interdependence of countries and peoples that grows out of the numerous multiregional relationships between work in the colonies and natural conditions in centers of expansion. Although the realization of interdependence grows gradually from the beginning of Level Two, it is only after children trace many relationships between activities in one country and natural conditions in other countries, as they do in Level IV, that they begin to sense the extent and amount of interdependence of the earth's peoples.
- C. An understanding of how man's own characteristics, political factors, stage of development, inherited institutions, and other factors enter into his adjustment to the natural resources in a given region.
- D. Greater sympathy and understanding of peoples, based on a realization of how their political and economic problems are related to conditions in various parts of the world as well as the natural environment in their own regions.
- E. An appreciation of the important part that natural resources of a country play in explaining its standing among other countries.
- F. A realization of the value of geographic understandings in enabling the individual to give intelligent consideration to current problems--individual, community, national, and international.

- G. An understanding of the more complex maps introduced at this level, and a greater appreciation of the value of all maps.
- H. An increased interest and greater enjoyment in the reading of geographic and semi-geographic material of a high quality.
- I. Greater interest in actual or pictured landscapes, especially those that give ideas connected with the understandings already listed for these levels.
- J. A sense of the value of accurate statistical material in securing geographic information and in forming tentative conclusions.

It will be observed from the above lists that there is not much agreement in the actual stating of the objectives but when one considers them for their meaning there is agreement in the main for the five objectives used in the master list.

2. Method of Selecting Objectives.

The manner of selecting the objectives ordinarily named in the field of geography was as follows: a compilation was made of all the objectives for geography from these sources, first, from magazine articles and textbooks, written by experts in the field of geography; second, from the Kansas, Missouri, Utah, and Iowa state courses of study; third, from the New Orleans, Cleveland, Boston, Chicago, and New York city courses of study; fourth, by six teachers of college geography. Then each authority's list, each state course of study's list, each city course of study's list, and each teacher's list was checked for these objectives as shown in Tables I, II, III, IV, to discover the objectives which were similar. Where there was agreement to the extent that at least one-half of the authorities, courses of study, and teachers named the same objective, the writer arbitrarily selected this objective as one for his master list. This master list was used in analyzing each of the textbooks selected for this thesis.

The method employed for analyzing each textbook in order to determine how closely it might serve as an

aid in attaining the objectives finally chosen was as follows: first, a section or unit of the book was ready with a particular objective in mind, such as "To Know Other People and Other Lands." Then the number of pages, in the given section of the text that related to this objective, was counted. The text was then reread with another objective in mind, until all of the objectives had been treated in this way that were included in the master list, thus each textbook was read five times, once for each objective in the master list of objectives.

In order to illustrate the method used for analyzing the textbooks, page 30 of Human Geography by J. Russell Smith 1934 edition, is quoted--

In the upper left hand corner is a map showing advance of boll-weevil army, in the lower right hand corner is a graph showing enlarged pictures of the cattle-tick, boll-weevil, and the malaria mosquito.

"In July she (Georgia) sends to northern markets hundreds of carloads of peaches. In August the same varieties of peaches are being shipped from the Potomac Valley; in early September from western New York.

41. THE COTTON-BOLL WEEVIL.--It is fortunate that many crops will grow in the Cotton Belt, for the cotton farmers have had a great trouble of late, caused

by an insect called the cotton-boll weevil. These hungry little beetles eat their way through the unripe bolls, spoiling the cotton. They came across the Rio Grande from Mexico in 1892. Each year they have pushed their way farther and farther through the Cotton Belt, going twenty-five or fifty miles a year, injuring the cotton crops as they go. Men have not been able to stop them. Almost all that can be done is to grow cotton that ripens early.

Before the weevil came, many farmers had grown nothing but cotton, which they sold to pay for everything they used even for the corn and hay for the mules. Cotton is such a good crop to sell! After the boll weevil came, farmers had to raise other things, thus the insect made the people change their farming by growing different crops.

42. THE NEW, or DIVERSIFIED, FARMING.--One of the crops new to many farmers is the peanut, a plant that looks like clover and ripens its nut pods under ground. Sometimes the farmers harvest them and send them to market. Sometimes they let the pigs run in the field and root up the peanuts and eat them. This kind of harvesting is very cheap. Peanuts are rich food and fatten pigs very well.

Another wonderful crop is the velvet bean. One velvet bean vine will sometimes cover a whole square rod of cornfield and climb to the top of every cornstalk, producing great quantities of leaves and beans, which pigs and cattle come and eat along with the corn. The peanuts are often grown in between the corn rows. So are several kinds of beans called cowpeas. All are eaten by pigs, and sometimes by cattle, right where they

are grown. This method of harvesting is called "hogging down," or "feeding down" crops. The practice has increased rapidly so that towns which once sold cotton only, and bought their pork, are now sending whole trainloads of hogs and cattle diversified farming.

43. LEGUMES, FOOD, and FERTILITY.-- Peas and beans belong to a wonderful plant family called legumes. On their roots, queer lumps are found. These lumps are colonies of little plants called bacteria. The bacteria on the roots of the legumes have the very useful trick of taking nitrogen from the air and letting the plant get it through the roots. Nitrogen is necessary to the bodies of animals and plants. People get nitrogen chiefly from milk, cheese, eggs, nuts, beans, peas, and meat, and to a lesser extent from bread. The cow that gives us nitrogen in her milk----."

The analysis of this page shows the following; for objective one, "To know other people and other people and other lands," 100%; for objective two, "Guidance to a realization of the interrelationship between geographical environment and life of a people," 87%; for objective three, "To develop an understanding of the common interests and interdependence of people, 66%; for objective four, "A working knowledge of the information necessary ordinary life, concerning place, surface features, political divisions, natural phenomena and how to interpret such information in maps, charts,

etc," 38%; for objective five, "To inculcate the habit of applying geographical principles whenever practical in the interpretation of current events," 33%.

A page given to a map of a region in this same text is analyzed in this manner; for example page 219, Physical and Political Map of British Isles, Objective one, 100%; Objective four, 100%.

For example: "The people of the plateaus are interesting.

Aside from the new European Settlements in the far north and south of the continent, Ethiopia is the only Christian nation in Africa. Ethiopia is independent partly because it is protected by its height and isolation. This independence is also raisers and nomads. In addition, the coolness of their homes makes them much more energetic then most of the inhabitants of tropical Africa. When the Ethiopian villagers go to Sudan or other lower places, they stand out because capital, Addis Ababa, is interesting for the splendor in which the kind lives."

In the above paragraph it should be noted that there is reference to the objective "To know other people and other lands," but there is also reference to the objective "Guidance to a realization of the inter-relationship between geographical environment and life of a people." The paragraph refers to the objective "A working knowledge of the information necessary in ordinary

34. Huntington, Benson, and McMurry, Living Geography, p 440.

life concerning place, surface features, political divisions, natural phenomena, and how to interpret such information in maps, charts, etc." Furthermore it refers to the fifth objectives, namely, "To inculcate the habit of applying geographical principles wherever practical in the interpretation of current events." From the above excerpt from Huntington, Benson and McMurtry it is to be observed that there is considerable overlapping in objectives, that each page of the textbook is not confined to covering a singled objective, that is the material on any one page or pages may deal with more than one objective. The textbook as a whole may contain 98% of its content for objective one, 81% of its content for objective two, 70% for objective three, 41% for objective four, and 42% for objective five. By addition a total of 335% is obtained, the difference between 100% and 335%, namely 235% is due to the overlapping of objectives.

Another or second method of analyzing these textbooks was also used as a check against the first one. This method of analyzing was as follows: each text was read on every tenth page and analyzed for each of the chosen objectives as in the first method,

this was put down and then totaled. This total amount was in the textbook, and the results are found in Table VII.

Several teachers of seventh grade geography in certain city schools of Kansas were asked to analyze pages 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100 of Smith's Human Geography, Book II, since this was the textbook they were using in their school. The analysis by the teachers is shown in Table XII.

PART III

Table I. Distribution of Geographic Objectives by
Authors.

	Stull	Miller	Leppard	Barrows and Parker	Smith, J. Russell	Darwin
To Know Other People and Other Lands	X	X	X	X	X	
Guidance to a Realization of the Inter-relationships between Geographical Environment and Life of a People	X	X	X	X	X	X
To Develop and Understanding of the Common Interests and the Interdependence of Peoples	X	X	X	X	X	X
To Educate the Citizen of the Future to an Aesthetic Appreciation of "The Great, Wide, Beautiful, Wonderful World, with the Wonderful Water Round You Curled"	X			X		
A Working Knowledge of the Information Necessary in Ordinary Life, Concerning Place, Surface Features, Political		X	X	X	X	

Divisions, Natural Phenomena, and How to Interpret Such Information in Maps, Charts, Etc.

An Understanding of the Influence of Geographical Conditions on Political Events.

X

X

Correct Habits of Thinking in the Solution of Social Problems

X

Present with Proper Evaluation, the Historical Background of Geography Recall and Compare Conditions then and Now for Regions Studied

X

To Give a Sympathetic Understanding of the Conditions and People of Other Countries: To Help the Student to Get the Viewpoint of Foreign People, to Become A Citizen of the World

X

To Point the Way to Better Uses of the Land and Natural Resources: To Suggest or Predict the Economic Future of Countries

X

X

To Lay a Sound Foundation for Related Work in High School in Commercial Geography, History, and Other Subjects

X

To Promote Exact Thinking by stressing Causal Relations-by Closely Linking Causes and Consequences

X

To Help Give Unity, Purpose and Definiteness to the Subject Matter by Organizing It Around Geographical Principles

X

To Give Training in the Efficient Use of Books, Indices, Tables of Contents, Etc.

X

To Inculcate the Habit of Applying Geographic Principles, Whenever

X

X

X

Practicable in the Interpretation Of Current Events

Table 22. Distribution of Current Events in the

State of the Union

To give geographic insight.		X			
To show man's dependence upon environmental conditions and natural resources and the economic interdependence of peoples.	X	X	X	X	
To give a knowledge of the location and character of the leading elements of natural environment--continents, oceans, mountains, rivers, lakes, atmospheric conditions, plants, and animals, not as isolated facts but in their relation to one another and to human life.		X	X	X	
To give a knowledge of the location and character of the great human achievements which are responses or adjustments to natural environment, such as cities and great industrial regions.	X	X		X	
To gain a sympathetic understanding of the conditions, problems, and adjustments to natural environment of the peoples of other countries.	X	X		X	

Table II. Distribution of Geographic Objectives by
State Courses of Study

	Utah	Iowa	Kansas	Missouri
To give geographic insight.		X		X
To show man's dependence upon environmental conditions and natural resources and the economic interdependence of peoples.	X	X	X	X
To give a knowledge of the location and character of the leading elements of natural environment—continents, oceans, mountains, rivers, lakes, atmospheric conditions, plants, and animals, not as isolated facts but in their relation to one another and to human life.		X	X	X
To give a knowledge of the location and character of the great human achievements which are responses or adjustments to natural environment, such as cities and great industrial regions.	X	X		X
To gain a sympathetic understanding of the conditions, problems, and adjustments to natural environment of the peoples of other countries.	X	X		X

To develop skill in reading maps, graphs, atlases, and other geographic and graphic representation.	X	X	X	X
To point out the beauty of the natural world and create cultural interests for leisure time enjoyment.		X		X
To secure outcome of more intelligent citizenship through better utilization of natural resources.		X		
To know other people and other lands.	X			
To inculcate habit of applying Geography principles in interpretation of current events.			X	X

Table III. Distribution of Geographic Objectives by
City Courses of Study

	New Orleans	Cleveland	Boston	Chicago	New York
To know other people and other lands.	X	X	X	X	X
Guidance to a realization of the inter-relationships between geographical environment and life of a people.		X	X	X	X
A working knowledge of the information necessary in ordinary life, concerning place, surface features, political divisions, natural phenomena, and how to interpret such information in maps, charts, etc.	X	X		X	X
To inculcate the habit of applying geographic principles, wherever practicable in the interpretation of current events.	X	X	X	X	X
To educate the citizen of the future to an aesthetic appreciation of the great, wide, beautiful, wonderful world, with wonderful water round you curled.	X	X	X		

To point the way to better uses of the land and natural resources; to suggest or predict the economic future of countries.		X			
An understanding of the influence of geographical conditions on political events.	X	X		X	
To awaken the child's interest in his own environment.	X		X		X
To unify the study of the peoples by developing the idea of the globe as a representation of the earth.					X
To give an insight into the chief industries and products of the United States.					X

Table IV. Distribution of Geographic Objectives by
College Teachers of Geography.

	Sperry	Lackey	Roseberry	Buzzard	Posey	Paul
An understanding of the economic and cultural interdependence of countries and peoples that grow out of the numerous multi-regional relationships between work in the colonies and natural conditions in centers of expansion. Although the realization of interdependence grown gradually from the beginning it is only after children trace many relationships between activities in one country and natural conditions in other countries that they begin to sense the extent and amount of interdependence of the earth's peoples.		X			X	X
An understanding of how man's own characteristics, political factors, stage of development, inherited institutions, and other factors enter into his adjustment to the natural resources in a given region.	X	X	X	X	X	X
Greater sympathy and understanding of peoples, based on a realization of how their political and economic problems are related to conditions in various parts of the world as well as the natural environment in their own regions.	X	X		X	X	X

An Appreciation of the important part that natural resources of a country play in explaining its standing among other countries.	X	X	X	X	X	X
A realization of the value of geographic understandings in enabling the individual to give intelligent consideration to current problems--individual, community, national, and international.		X	X		X	X
An understanding of the more complex maps introduced at this level, and a greater appreciation of the value of all maps.		X				X
Greater interest in actual or pictured landscapes, especially those that give ideas connected with the understandings already listed for those levels.		X				X
A sense of the value of accurate statistical material in securing geographic information in forming tentative conclusions.		X		X		X
Place Geography			X		X	X

Table V Shows per cent that each objective is of whole Book.

	Stull and Hatch	McMurry and Parkins	Huntington Benson McMurry	Smith J. Russell	Barrows and Parker
To Know Other People and Other Land	50.8	79.6	96.6	98.5	100
Guidance to a Realization of the Interrelationship Between Geographical Environment and Life of a People	34.2	55	84.1	81.2	86
To Develop an Understanding of the Common Interests and Interdependence of Peoples	29.5	39.8	59.7	70.8	68.7
A Working Knowledge of the Information Necessary in Ordinary Life, Concerning Place, Surface Features, Political Divisions, Natural Phenomena, and How to Interpret Such Information in Maps, Charts, Etc.	23.8	26.7	48.6	41.9	64.3
To Inculcate the Habit of Applying Geographical Principles Whenever Practical in the Interpretation of Current Events	10.2	36.5	34.1	42.7	38.4

Table V is to be read in the following way: Beginning at the upper left hand corner with objective one "To know other people and other lands", in the text by Stull and Hatch 50.8% of the entire content of this book is devoted to objective one; McMurry and Parkins devotes 79.6% to this objective; Huntington, Benson and McMurry devote 96.6%; J. R. Smith has 98.5%; and Barrows and Parker the material of the

entire text is devoted to this objective.

Each objective is read in a similar manner.

Table VI. is to be read in the following way: Barrows and

Table VI.

Name of Textbook	1	2	3	4	5	6
Barrows and Parker	1	2				10
Living Geography, H. L. H. S.	1	1	1	1		4
Living Geography, Huntington, Benson and McHenry		1	1	1	1	4
Advanced Geography, McHenry and Perkins		1	1			2
Our World Today, Stahl and Hatch					1	1

Table VI, is to be read in the following way: Barrows and Parker text has three parts counting 10 points, one part counting four points, and one part counting two points. Living Geography has two parts counting ten points, one part counting four points, one part counting three points, and one part counting two points, and so on down the list with each line counting one point.

Table VI. Shows rating of each text according to scoring in Table V.

Name of Textbook	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	Total
Barrows and Parker	3	2				23
Human Geography, Bk. II J. R. Smith	2	1	1	1		19
Living Geography, Huntington, Benson and McMurry		2	2	1		15
Advanced Geography, McMurry and Parkins			2	3		14
Our World Today, Stull and Hatch					5	5

Table VI, is to be read in the following way: Barrows and Parker text has three firsts counting 15 points, and two seconds counting four point each or eight points. Human Geography has two firsts counting ten points, one second counting four points, one third counting three points, and one fourth counting two points, and so on down the list with fifth place counting one point.

Table VII. Shows per cent that each objective is of whole book.

	Stull Hatch	McMurry Parkins	Huntington Benson McMurry	Smith J. Russell	Barrows and Parker
To Know Other People and Other Lands	78.1	87	92.2	94.9	99.6
Guidance to a Realization of the Interrelationship Between Geographical Environment and Life of a People.	37.9	54.8	69.1	54.8	62.
To Develop an Understanding of the Common Interests and Interdependence of Peoples.	41.9	44.2	53.6	51.2	48.6
A Working Knowledge of the Information Necessary in Ordinary Life, Concerning Place, Surface Features, Political Divisions, Natural Phenomena, and How to Interpret Such Information in Maps, Charts, Etc.	29.6	41	32.2	52.4	51.4
To Inculcate the Habit of Applying Geographical Principles Whenever Practicable in the Interpretation of Current Events.	29	24	27.9	32.9	24.6

Table IV is to be read in the following way: beginning at the upper left hand corner with objective one "To Know other people and other lands," in the text by Stull & Hatch 78% of the entire content of this book is devoted to objective one; McMurry and Parkins devotes 87% to this objective; Huntington, Benson and McMurry devote 92% to

this same objective; J. Russell Smith in his Human Geography devote 95% of his contents to objective one; and Barrows and Parker devote 99.6% of the contents of their textbook to objective one.

In the same way each of the objectives listed may be followed for percentages.

Name of Textbook	1	2	3	4	5	6
Barrows and Parker	1	3	1	1		15
Human Geography, H. R. J. Smith	2	2	1			13
Living Geography, Huntington, Benson and Murray	2		2	1		17
Advanced Geography, Huntington and Parkes			1	1	1	20
Our World Today, Smith and Hatch		1			1	2

The scoring in Table VIII is: first place 5 points, second place 4 points, third place 3 points, fourth place 2 points, and fifth place 1 point.

Table VIII is to be read in the following way: Barrows and Parker text has one first, two seconds, one third, and one fourth for a total of 13 points. Huntington, Benson, and Murray has two firsts, two thirds, and one fourth for a total of 17 points, and so on down the list of textbooks.

Table VIII Shows rating of each text according to scoring in Table VII.

Name of Textbook	1st	2nd	3rd	4th	5th	Total
Barrows and Parker	1	2	1	1		18
Human Geography, Bk. II. J. R. Smith	2	2	1			19
Living Geography, Huntington, Benson and McMurry	2		2	1		17
Advanced Geography, McMurry and Parkins			1	3	1	10
Our World Today, Stull and Hatch		1			4	8

The scoring in Table VIII is: first place 5 points, second place 4 points, third place 3 points, fourth place 2 points, and fifth place 1 point.

Table VIII is to be read in the following way: Barrows and Parker text has one first, two seconds, one third, and one fourth for a total of 18 points. Huntington, Benson, and McMurry has two firsts, two thirds, and one fourth for a total of 17 points, and so on down the list of textbooks.

Table IX. Letter to College Teachers of Geography

Bogue, Kansas

Dear Friend:

In order to complete the thesis for my Master's degree it is necessary that I have some help from the teachers of Geography.

Will you make a list of objectives for geography in 7th and 8th grade level?

Enclosed find self-addressed envelope for your reply.

Trusting you will be kind enough to help and return them immediately and thanking you in advance for your cooperation, I am

Respectfully yours

Table X. Preliminary letter to grade teachers

Bogue, Kansas

Dear Friend:

In order to complete the thesis for my Master's degree it is necessary to have some help from teachers interested in Geography.

Will you read and analyze for me ten pages from Smith's Human Geography Book II?

Enclosed find card for your reply.

Thanking you in advance for your cooperation,

I am

Yours respectfully

Table XI. (a) Letter of Instructions to grade
teachers.

Bogue, Kansas

Dear Friend:

The card stating you would help has been returned and the following is what you are to do.

I am asking that you read pages 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100 of Smith Human Geography, Book II, and determine the amount of material on each page that is devoted to each objective and place your estimate of the percent of each page devoted to that objective on the enclosed sheet and return to me as soon as possible. There will probably be more than 100% on each page as the objectives overlap each other in the material read.

Thanking you in advance for this kindness and hoping that some day I may return the favor to you,
I am

Fraternally yours

Table XI. (b) Enclosure included in table XI a.

To Know Other People and Other Land

Guidance to a Realization of the
Interrelationship Between Geog-
raphical Environment and Life of
a People

To Develop an Understanding of the
Common Interests and Interdependence
of Peoples

A Working Knowledge of the Informa-
tion Necessary in Ordinary Life, Con-
cerning Place, Surface Features,
Political Divisions, Natural Phen-
omena, and How to Interpret Such
Information in Maps, Charts, Etc.

To Inculcate the Habit of Applying
Geographical Principles Whenever
Practical in the Interpretation of
Current Events

Table XII showing analysis of Smith's Human Geography
by teachers of 7th grade Geography.

Teacher	T	M	C	A	W
	%	%	%	%	%
To Know Other People and Other Land	34	14.8	25	97	94.9
Guidance to a Realization of the Interrelationship Between Geographical Environment and Life of A People	31	31.5	29.5	80	54.8
To Develop an Understanding of the Common Interests and Interdependence of Peoples	12	15.5	24.5	72	51.2
A Working Knowledge of the Information Necessary in Ordinary Life, Concerning Place, Surface Features, Political Divisions, Natural Phenomena, and How to Interpret Such Information in Maps, Charts, Etc.	31	14	33	40	52.4
To Inculcate the Habit of Applying Geographical Principles Whenever Practical in the Interpretation of Current Events	5	5	12.5	45	32.9

PART IV

SUMMARY AND CONCLUSIONS

There are few textbooks in the field of geography that are widely used, especially of the two-book series. It is rather unusual that there are not more since geography has been taught for many years in elementary and secondary schools. Each text is written for a specific purpose and is not concerned very much with objectives in geography. One text in particular, Stull and Hatch while scoring low in point of view of the objectives in the field of geography has probably the best pictures, maps, and graphs in the six textbooks used in this study.

Again it is singular that there are not more objectives written for geography, since there has been so much stress placed on objectives at present in our educational history. It is also unusual to discover that the sometimes called eighth general objective of education, "To become a citizen of the world", and also the sixth general objective, "The worthy use of leisure time", are mentioned so few times.

Leppard says: "The basic consideration in the teaching of geography, whether one is concerned with the content material, the method of presenting it, or the tools to be

used in so doing, is that first to last steady growth is to be made by the pupil in the understanding of Human Ecology, in the ability to think in terms of the relationships between human life and the natural environment, and the power to apply such thinking to everyday life."³⁹

Much work is left to be done in the field of geography. There is need for authorities to get together to rewrite, and clarify the objectives. If they could next combine the best points from each text into one master, text, it would simplify the work both for teacher and pupil, and make geography an interesting subject for schools, in place of being--as it is in so many cases--a course in memory training. Everyone is more or less interested in geography, and uses it every day in some way, if it could be made interesting to children, how much easier it would be for all concerned.

The Barrows and Parker textbook scored highest in the first method of analysis, and second by the second method of analysis; the Human Geography by J. Russell Smith scored second by the first method and first by the second method; Huntington, Benson and McMurry scored third by both methods

35. Burton and others. The Supervision of Elementary Subjects.
p.346

of scoring; McMurry and Parkings scored fourth by both methods; and Stull and Hatch scored fifth in both methods.

The analysis of Human Geography by J. Russell Smith by teachers in the grade schools of Kansas shows that the method of analysis is quite subjective and consequently subject to great variation.

This is one means of measuring a textbook but it seems to the writer that it should be considered when choosing a textbook.

The writer makes these recommendations:

- (1) Authorities should get together on objectives in geography,
- (2) Write textbooks to attain these objectives,
- (3) Let geography be an aid in attaining the general objectives in education.

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TEXTBOOKS

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For List of Objectives.

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State Supt. Course of Study for Elementary Schools.
Salt Lake City, Utah. 365p.

For List of Objectives.

The following College Teachers of Geography furnished
list of objectives in response to a written request.

Buzzard, G. A. Kansas State Teachers College, Emporia,
Kansas.

Lackey, Earl E. University of Nebraska, Lincoln, Nebr.

Paul, Mary Mae. Fort Hays Kansas State College, Hays,
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Posey, C. J. University of Kansas. Lawrence, Kansas.

Roseberry, Eulalia E. Kansas State Teachers College,
Pittsburg, Kansas.

Sperry, Arthur B. Kansas State College, Manhattan,
Kansas.